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AUTHOR Sealey, D. Bruce; Riffel, J. Anthony
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ABSTRACT

A review of the community-controlled school on the Jackhead Indian Reserve evaluated the existing educational program for preschool through grade nine and set guidelines for the community to follow in improving the school. The study found not one of the 82 students achieving at grade level; 80% average attendance; 47% of the students had failed one or more times. Ten dropouts were interviewed: five left school because of personal reasons, the others cited boredom, inconsistent rules, and previous academic failure. Forty-one parents interviewed listed problems such as teacher acceptance of the community, discipline, curriculum and standards, educational materials, and lack of extracurricular activities. The report emphasized the responsibility of each segment of the community in educational improvement. Specific recommendations included: an incorporated body with total responsibility for educational programs, operations, and maintenance; school year increased to the standard number of days; attendance improvement project; regular testing program; identification of curriculum and teaching problems; development of in-service education plan, homework policy, and evening study hall; more effective communication between school and community; parent workshops and visitation and parent-school board meetings; student involvement in school newspaper, student council, and community projects; use of student tutors for younger children. A schedule of implementation was provided. (LFL)

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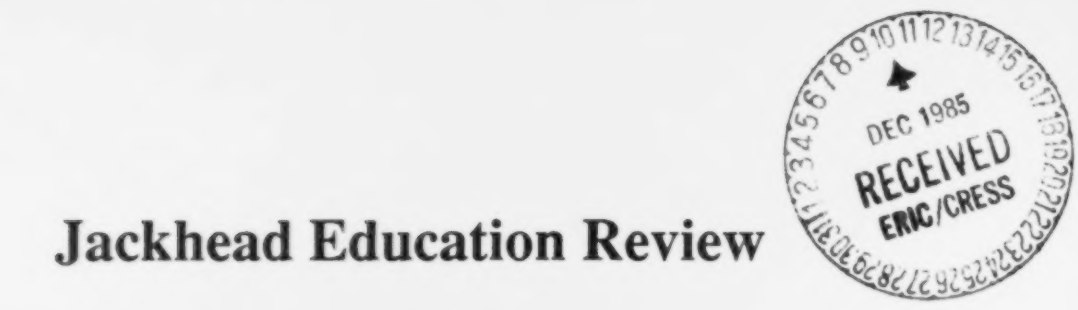
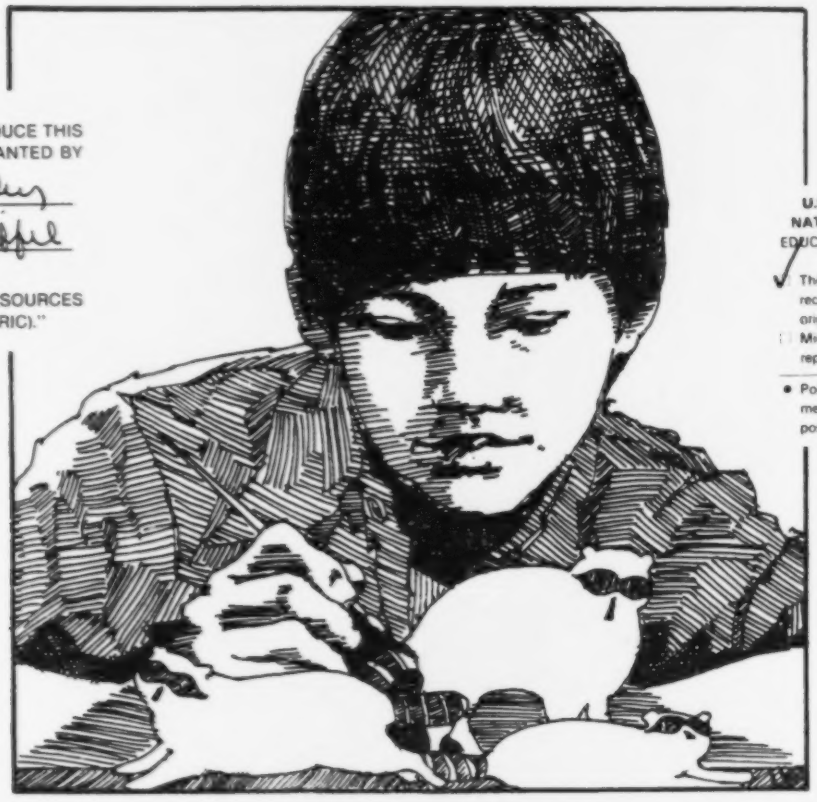


Jackhead Education Review



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D. Bruce Sealey J. Anthony Riffel

with the assistance of Sheree Palmeteer

October 1985
Jackhead Indian Reserve, Dallas, Manitoba

RC015552

Chief Bill Travers
Jackhead Indian Reserve
Dallas Post Office
Dallas, Manitoba
R0C 0S0

Dear Chief Travers:

Please accept this document as the review of education in Jackhead which you requested.

For the past three months we have been involved in an intensive analysis of education in Jackhead. You asked us to: assess the progress of students within the school; examine school-community relations; and study the role of a school committee in relation to local control and the Chief and Council.

The document shows that student achievement in Jackhead is poor. It also shows that most members of the community are concerned about both achievement levels and school-community relations; they are hopeful that improvements can be made under your leadership.

The document contains a number of recommendations. We believe that, if acted upon, they will lead to immediate improvements in school-community relations and long-term improvements in student achievement in Jackhead.

Thank you for asking us to do this work. We are prepared to assist you in the implementation of these recommendations.

Sincerely,

D. Bruce Sealey

D. Bruce Sealey

J. Riffel

J. Anthony Riffel

Part One

Jackhead Harbour School: Community Change and Education

Ever since Jackhead Harbour began as a temporary gathering place and shelter for fishermen and their families, and then became a small town with churches and a school, it has been a community characterized by change. Just how much change and how rapidly it has taken place are shown in the following excerpts from the school register and journal kept by Mr St George E. Jeffrey. Mr Jeffrey was a teacher, Anglican lay reader, and health care worker in Jackhead from 1942 until about 1955.

> September 3, 1942: "Arrived at Jackhead Harbour after long journey. Storm kept us in Goodman's Landing for three days."
>
> October 1, 1942: "Present on reserve only Chief Travers and wife. All others at fish camps. Attendance 0."
>
> October 9, 1943: "Indian Agent Clarke came by gas boat from Snake Island with rations and medical supplies. Attendance 3."
>
> November 18, 1943: "Violent wind WNW broke up and blew out shore ice. Quite a few nets lost. Several men on ice but were all rescued by skiffs from shore. Attendance 11."
>
> March 27, 1944: "All the men away ratting. Affects school attendance. Attendance 6."
>
> June 6, 1945: "Lake ice gone this a.m. and skiffs can get out on the river and lake. This is latest on record. Attendance 5."
>
> January 10, 1946: "Cpl Newton of RCMP left for Rabbit Point by snowplane accompanied by Rev Pinette, OMI. Attendance 9."
>
> June 1, 1946: "Chicken Pox epidemic seems to have died out. Attendance 6."
>
> June 6, 1946: "An open season on pickeral south of this reserve. All the Band have moved there for fishing. Attendance 0."

June 14, 1946: "The only people on reserve now are Widow Peter Travers and Mr and Mrs Miles Travers and three small children. Attendance 0."

March 22, 1947: Dr Dick and Pilot Mills came at noon by airplane. Medical Clinic in school."

October 2, 1947: "Most families at feast and Drum Dance at home of Tache McKay. Attendance 2."

These excerpts, and Mr Jeffrey's complete register and journal, tell much about life in Jackhead forty years ago--when today's grandparents were children in school. Jackhead was a settlement which people left to work at fish camps. People cooperated and shared to obtain the necessities of life--houses, food and clothing. It was an isolated settlement, accessible only by plane, boat or, in winter, by dog team. Work changed with the seasons. People were dependent upon the weather. Many services--religious, health and educational--came from outside, whether from the government or churches. The teacher was a person who knew the community well, liked the people, and in turn was respected by them.

In 1985, some things are unchanged. The weather is still unpredictable. The road, which now extends to the community, is still poor and difficult to travel when wet. Teachers and others still come from outside the community.

But many other things are different. The community is no longer isolated, and many people move back and forth between Jackhead and other centers. There is less employment now--fish prices are poor and many of the old skills are being lost. The population is larger, with less work to go around. People keep to themselves. There are widespread concerns about some of the past teachers and the quality of education.

Among the many changes that have taken place is "local control." This is a most important change. In the past, changes were imposed from outside; for example, Indian Affairs took control over education from the churches. Now, with local control, changes can be determined from within the community itself.

Local control is important in all areas--schools, welfare, the care of children needing help, employment, housing and other social services. But it is especially important in education. This is because control over education enables people to determine the direction and pace of future changes, not only for the community but also for its members. Education prepares people to accept responsibility and govern themselves. It trains people for work. It can help personal and social development.

In 1981, Indian Affairs turned control over education to the Jackhead Band Council. Yet many people have taken little interest in either the school or their children's progress. Why should they have? First it was a church school and then an Indian Affairs school. Never before had it been <u>their</u> school.

It is because it is now a community school, and depends upon parental support, that Chief Travers asked for this review. How should the people of Jackhead organize and direct their school in order to achieve the best education for their children? What is the part to be played by teachers, students, parents, the Band Council and an education authority (school committee)? How good is the present education system? What changes are needed if education is to improve? What kind of educational system will help Jackhead to control, not just cope with, future changes?

Part Two

Achievement in Jackhead School: 1980-1985

Before planning for the future, it is essential that the members of a community know how effective their current educational system is. How good is Jackhead School? How well do children do in Jackhead School? Why do so many fail, drop out or not succeed in high school? The information in this section of the report tries to answer these questions by describing student achievement in an objective manner.

Since the bulk of our work was done during July and August, we were unable to test students. Therefore we used data gathered in earlier years, either by Indian Affairs or the school. The most recent year for which achievement test data are available is 1980. Our study of student records from 1981-1985 and our review of student work indicates that little or no improvement has taken place since the 1980 testing program.

The information on the following pages shows that student achievement in Jackhead School is unacceptably low. Many students are two or more years below what is expected for their grade level; not one student is achieving at grade level. This low achievement is the obvious reason for high drop out rates and the lack of success in high school education.

The implication of this information is also clear. Improving the educational system of Jackhead is an urgent priority for the community. The future of the community, and most especially its young people, depends upon it.

⚠ *Enrolment*

School enrolments in Jackhead are shown in Table One. The figures include all children whose names appear on the register of the school. The figures do not show

two things:

• the number of young people of school age in the community (especially between the ages of fourteen and eighteen) who are not in school. We do not know their exact number

• high levels of mobility in the community. Our study of student files indicate a large number of families moving in and out of the community, whether permanently or temporarily.

TABLE ONE
ENROLMENT BY GRADE, 1984-85

Grade	Enrolment
Nursery	4
Kindergarten	9
One	3
Two	8
Three	9
Four	6
Five	9
Six	9
Seven	8
Eight	10
Nine	7
TOTAL	82

Attendance

Table Two shows a poor record of attendance: a school-wide average during 1984-1985 of approximately 80 per cent. It also must be remembered that the school is open twenty four days less than provincial schools. This means that the average student in Jackhead would attend school only about 140 days in a school year. On average, students in most provincial schools would attend more than 180 days. There can be little doubt that this comparatively low level of attendance is a contributing factor to the poor academic achievement of students.

TABLE TWO
ATTENDANCE BY GRADE,1984-85

Grade	Attendance
Nursery/Kindergarten	79.8%
One/Two	82.5%
Three/Four	81.0%
Five/Six	79.2%
Seven/Eight/Nine	78.7%

Age-Grade Placement

An age-grade placement table is a useful device for estimating pupil progress in school. By relating ages to grades, it is possible to identify the number of students who are in appropriate grades for their ages and the number who are not.

In Table Three, those students within boxes are generally at the correct grade for

their age; those outside of the boxes either have been accelerated or held back in school. In Jackhead, an unacceptable number have been held back. Forty-seven per cent of Jackhead students have been failed one or more times; this is almost seven times as high as the corresponding figure for the province as a whole.

TABLE THREE
AGE-GRADE PLACEMENT, 1984-85

Age	Grade								
	1	2	3	4	5	6	7	8	9
5	-								
6	1								
7	2	3							
8		3	4						
9		2	1	2	4				
10			4		1				
11				4	1	2			
12					2	1			
13						1	4	4	1
14						3	3	1	
15					1	1	1	4	
16								1	5
17									1
18									
% Decelerated	0	25	44	66	33	55	50	50	85

Age-grade deceleration poses a serious problem for students and teachers. Teachers are asked to provide instruction to groups of students who range widely in age and probably in motivation. For example, in the grade six class, the age range is from 11 to 15. It is difficult to imagine the fifteen year old being interested in the lessons, exercises and projects planned by a teacher for eleven year old children. Nor is the fifteen year old likely to enjoy the company and play of eleven year old children. They are at different stages of physical and social development.

◬ *Achievement*

We were not able to obtain up to date achievement test results for Jackhead School. The most recent year for which results are available is 1980. The picture that those results shows is a sad one. In the Canadian Test of Basic Skills, not one student in Grades Five, Seven or Nine (these were the only grades for which we had scores) was achieving at the expected grade level in reading comprehension and mathematics--all were below grade level. This is shown in Tables Four and Five.

In the Manitoba Provincial Reading Assessment conducted in the Spring of 1980, students in Jackhead scored below provincial levels and the levels of other Indian Reserves in Manitoba. This is shown in Figure 1.

Table Six compares achievement in Jackhead to that in Easterville and The Pas. Although the data are from different years, they again show the low levels of achievement in Jackhead.

While we must be careful about assuming that information from 1980 still applies

TABLE FOUR
ACHIEVEMENT: READING COMPREHENSION
CANADIAN TEST OF BASIC SKILLS

Spring, 1980

	GRADE 5	GRADE 7	GRADE 9
Percentage of students above grade expectations	0	0	0
Percentage of students at grade expectations	0	0	0
Percentage of students below grade expectations	100	100	100

TABLE FIVE
ACHIEVEMENT: MATHEMATICS
CANADIAN TEST OF BASIC SKILLS

Spring, 1980

	GRADE 5	GRADE 7	GRADE 9
Percentage of students above grade expectations	0	0	0
Percentage of students at grade expectations	0	0	0
Percentage of srudents below grade expectations	100	100	100

FIGURE 1

ACHIEVEMENT: READING COMPREHENSION
MANITOBA READING ASSESSMENT SURVEY

Spring, 1980

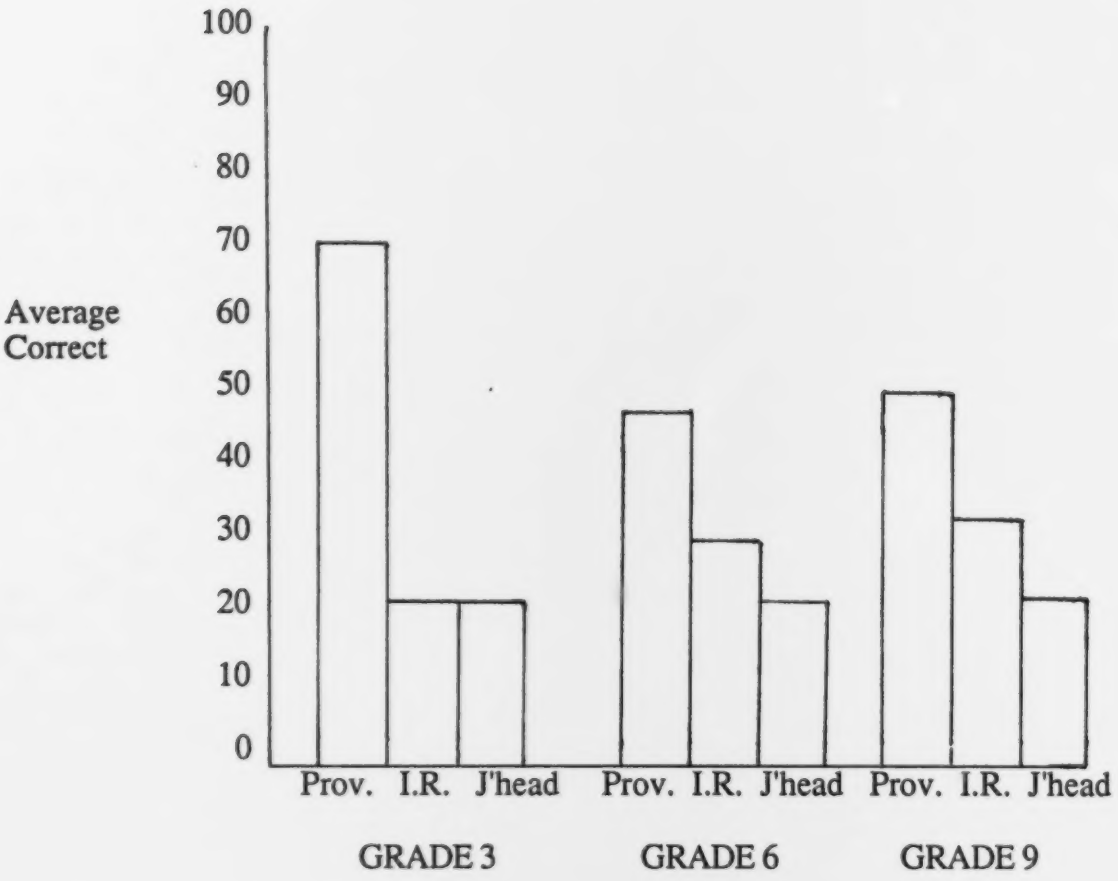


TABLE SIX
ACHIEVEMENT: READING COMPREHENSION
CANADIAN TEST OF BASIC SKILLS
JACKHEAD, 1980; EASTERVILLE AND THE PAS, 1983

	Jackhead	Easterville	The Pas
Percentage of students above grade expectations	0	30	57
Percentage of students at grade expectations	0	40	34
Percentage of students below grade expectations	100	28	9

today, we observed no reason to believe otherwise. Copies of student work which we saw in school records indicate that present students in Jackhead are not doing well. And these figures are consistent with today's high rates of age-grade deceleration. We wish things were different.

⚠ *DROP - OUTS*

As the unsatisfactory academic achievement of Jackhead students was recorded, it became clear that any students attempting high school grades would succeed only by great effort and determination. An increased rate of success in high school will only result when the achievement levels in grades one through nine are improved.

In an effort to find out more about why students dropped out of high school, we interviewed ten drop-outs. The ten were between sixteen and twenty years of age and included six young men and four young women. All were still resident in the community.

Half had additional personal reasons for leaving school. Three of the women left because they were pregnant, and felt unwanted in the school. Two of the men left to take employment.

With the exception of one person who had returned to high school in another community, the people we interviewed found the school to be boring and dull. School rules varied from teacher to teacher and discipline was inconsistent. There were few positive remarks made about the school or teachers.

The combination of previous academic failure, personal dislike of school and

teachers, and personal considerations such as pregnancy or a desire for employment was so strong for these people that dropping out seemed to be the only thing to do.

⚠ *Summary Observations*

The level of educational achievement in Jackhead can only be described as deplorable. Whatever measure is used--achievement tests administered in 1980 or current age-grade placement information--students do poorly in school.

Needless to say, members of the community are concerned about this. Quite naturally, their first instinct is to blame teachers. But when they think about it more carefully, most people realize that everyone, not just the teachers, is responsible. This includes Indian Affairs, the teachers and principal, the students, the parents, and the community as a whole.

It is because these levels of achievement are a community concern, and not just a school or student concern, that we turn next to community ideas about education in Jackhead.

Part Three

What the Community Wants

A good educational system is not simply the result of good teachers and a relevant curriculum. Students must cooperate and work hard. Parents must value education and be supportive of students and good teachers. Building a good educational system is a responsibility of the total community.

To obtain community opinion about education in Jackhead, we arranged interviews with a random selection of people. Forty-one parents of students attending Jackhead School participated in the interviews.

The School

When asked what they liked best about the school, the positive comments of parents dealt with:

- their children's enjoyment of school
- art, music and physical education
- organized sports events, which were very well received by the people when they were held
- the progress that has been made in the last few years. Specific mention was made of the involvement of Indian people in the school, the school bus, and the new facility.

Sadly, many parents talked at length concerning what they least liked about the school. Parent complaints tended to focus on teachers and their discipline, the curriculum and standards of the school, educational materials and the extra-curricular activities available.

Former teachers were criticized for a variety of reasons. Some parents accused teachers of using undue violence in the disciplining of students. One teacher was mentioned several times as disliking, or even hating, Indian people. Another was described as being unable to handle his liquor. Concerns of this kind were really complaints about individual teachers or incidents rather than about problems in general.

There do, however, seem to be two general problems: discipline; and teachers' acceptance of the community. Generally, there seems to be a problem with discipline between teachers and students, as well as between parents and children. While the community disagrees about the amount of physical force that should be used in discipline, they agree that teachers, more than themselves, should discipline children. And the community's acceptance of, and respect for, teachers is linked to how teachers act in the community. Teachers who made an extra effort in terms of participation in, or leadership of, community activities were generally well-liked. For example, one teacher organized a baseball team and was mentioned in a complimentary way several times. Teachers who shunned the community (by locking themselves in classrooms at recess time, not going out into the community, or leaving the community every weekend) or behaved in antagonistic ways, were criticized.

In the area of curriculum and standards parents felt that education in Jackhead was below national standards and that their childrens' performance in school reflected this. Some complained that creative classes, such as art, were not challenging or interesting enough. One mother said, "They never make anything. They only work on paper--they never make anything with their hands." Most parents said that they never saw their children doing homework. Others mentioned that their children

performed better in the lower grades than later on in their academic careers.

Some parents complained that they never saw their children with textbooks, readers, or other educational materials. For example, one mother said she sometimes saw photocopied materials, but never any "real books."

Finally, most parents felt that the extra-curricular activities, and especially sports, which were available were insufficient. They felt that sports programs would heighten the students' interest in school and, perhaps, keep the students out of trouble. The majority of people thought that teachers should be expected to organize extra-curricular activities in the evenings and on weekends. It was obvious that teachers who had made an effort in this regard were well liked by the people.

⚠*The Role of Parents*

We asked parents about several different ways in which they could contribute to the educational success of their children. Responses to one question indicate that only forty-one per cent of parents attended parent teacher days; many parents, on the other hand, did not understand what parent teacher days were, or what they are for, and these parents were typically the ones who did not attend.

Even though many seemed unaware of the importance of a quiet study environment, all of the parents said they would be willing to provide a quiet time for their children to do homework. This usually meant keeping other children quiet, rather than turning off the TV. Most were also willing, though with varying degrees of enthusiasm, to attend a course on how to help their children with homework.

Thirty-seven of the parents interviewed expressed an interest in having teachers visit their homes, although not always in a wholehearted manner. The most popular response was "Yes, but they never come."

◬ *School Committee*

We also explored with parents their feelings about the organization of the school system in Jackhead. Eighty-five per cent of the people interviewed were in favor of a school committee; in some cases the people did not seem to understand what was meant by a school committee or what its function would be. Almost ninety per cent felt that any school committee should be elected by the people.

The people who most clearly understood the meaning and implications of a school committee appeared to be those most involved in the community: they had worked in the band office or had been a member of a band committee. One person noted that a school committee is a good idea, providing that its members are trained properly; although there was a school committee before, it had made no reports or improvements. Others noted that the school committee should report at band meetings.

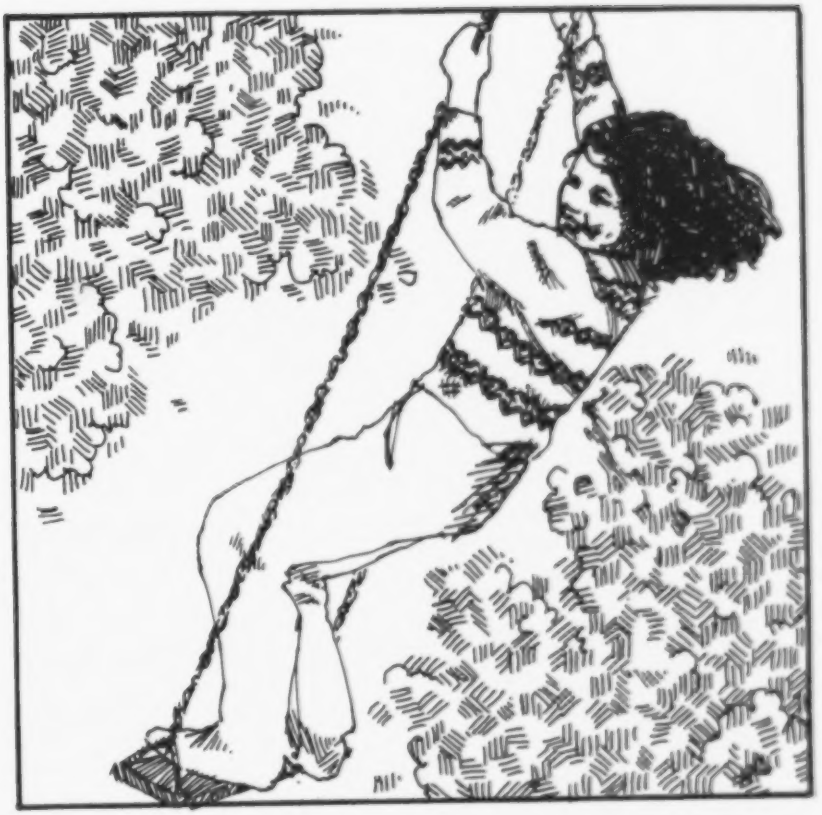
Underlying all of these responses was an element of dissatisfaction with the way in which the school system now operates.

◬ *Summary Observations*

The interviews indicate that the parents in Jackhead frequently think about the education system and have strong views about what should be done to improve it. Although their solutions differ widely and are sometimes contradictory, the interest they have in the education of their children is a positive sign.

Parents have serious concerns about the level of academic achievement of their children. The attitudes of some teachers, poor teaching, inappropriate curriculum and the absence of contact between parents and teachers are all seen to adversely affect the education of children.

The overwhelming interest in an elected school committee or education authority reflects their feeling that more attention should be given to the school system. Their desire that any school committee receive training for the job indicates a great deal of common sense is being brought to bear on the problem.



Part Four

How an Effective School System Works

The low level of achievement we found in Jackhead is the result of many factors, not the least of which has been rapid change. In this process of change, the people were given no training, advice or real assistance; inevitably, serious problems arose.

Sadly, the people of Jackhead are stuck with these problems. When change occurs, a community or individual can never go back.

If the community is to be successful in the future, it will be because it will be able to control change through careful planning and action. It is with this planning and action that the next section of this review deals.

Before going on to specific recommendations about the improvement of education in Jackhead, it is important that everyone understands that many people are responsible for making a school system effective. The community as a whole must communicate a clear sense of direction to the school and make it known that good results are expected. Parents must value education, support their childrens' work, and expect their children to attend school and do well. Students too have reponsibilities: to attend school; to work hard; to support each other academically; and to discourage disruptive behavior by their classmates. And so do teachers and administrators: to keep parents informed; to teach well; to ensure that students receive special assistance when needed; to secure the necessary materials for teaching; and to be determined that their students will succeed.

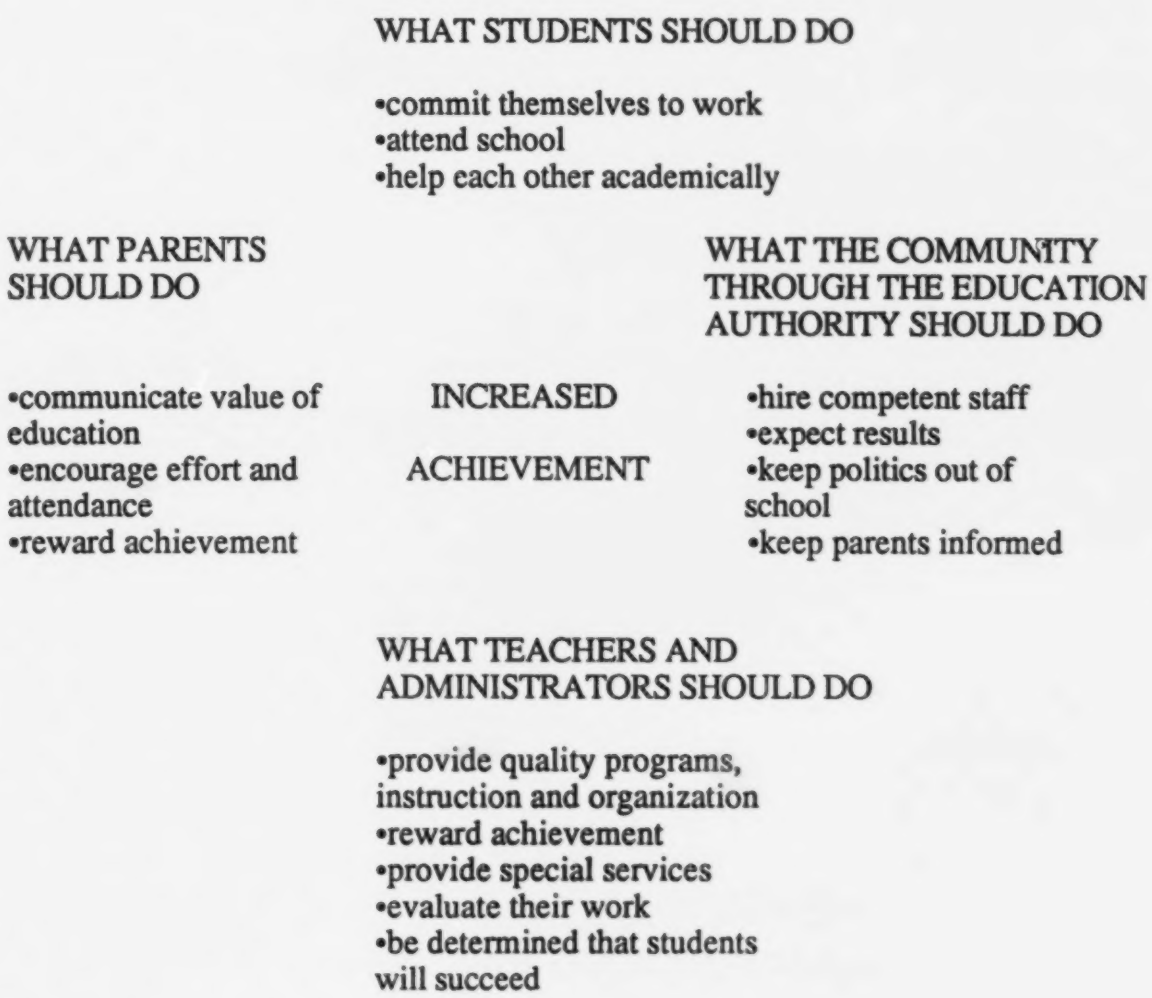
To work on only one of these factors is not likely to do much good. Simply improving attendance, if that is all that is done, will contribute little to improved levels of achievement.

And little will be accomplished if only one group in the community accepts its responsibilities. The teachers in the school can improve the quality of their work, but if it is not accompanied by increased support from parents and increased efforts from students, overall improvements will not be what they can, and need to be.

All of this means that the task of improving education in Jackhead is complex--there are no simple solutions. It means also that it is a shared responsibility--no one group should be exp ected to do it alone. Finally, it means that the process will take time--there are no quick solutions either.

FIGURE 2

HOW THE PARTS OF AN EDUCATIONAL SYSTEM
WORK TOGETHER TO
INCREASE STUDENT ACHIEVEMENT



Part Five

Recommendations

In this section of our report we put forward a number of recommendations. If implemented, we believe that they will lead quickly to an increase in community satisfaction with the educational system in Jackhead and that in the long term they will result in increased levels of student achievement in Jackhead School.

Jackhead Education Authority

The task of running a reserve is both complicated and time consuming. Major responsibilities are laid on the Chief and Council. For this reason it is wise to separate the task of running the school system from that of general government on the Reserve. In Jackhead it is especially important to separate them, for the need to improve education demands the full attention of a separate body.

Moreover, sources within Indian Affairs have indicated that in the near future the Department will insist that school boards on reserves be established as independent corporations.

Finally, eighty-five per cent of the people in Jackhead whom we interviewed felt that the community required a separate school commiittee or education authority.

For these three reasons, we recommend that:

1. the Chief and Council establish an incorporated body to be known as the Jackhead Education Authority and obtain the funding necessary to establish and fully train this body. This Authority is to have total reponsibility for the education program of Jackhead, including operations and maintenance.

The transition to this form of educational organization must be approached carefully, and the authority should be elected. Therefore, we recommend that:

> 2. the Authority initially be made up of three people appointed by the Chief and Council to represent the North, Central and Southern parts of the community;
>
> 3. this Authority arrange for the election of a new board of trustees to be held in February of 1986; and
>
> 4. the newly elected members of the Education Authority receive training in March of 1986 which would include legal responsibilities, organizational problems in school systems, the management and budgetting of effective educational systems, and staff selection. We suggest that the Authority obtain this training from The Manitoba Association of School Trustees.

Following their election and training, the members of the Jackhead Education Authority should devote their attention to the development of policies for the school. This should be done in consultation with the community, the Chief and Council, the Interlake Tribal Division for Schools, teachers and the principal of the school. Such a manual should spell out the objectives of education in Jackhead, the manner in which these objectives will be accomplished, and detailed procedures for student discipline and the direction of the work of teachers. Thus, we recommend that:

5. following their election and training, the members of the Jackhead Education Authority concentrate their attention on developing a policy manual to direct education in Jackhead. This manual should be completed and distributed to all concerned no later than June 15, 1986.

⚠*The School and Staff*

The extremely poor academic achievement of students in Jackhead School indicates that many things are not working properly. We noticed problems with: the length of the school year; attendance; the absence of a regular program of student evaluation and testing; curriculum; homework; and extra-curricular activities. We recommend that:

1. the length of the school year be increased to the standard 195-200 days;

2. the Education Authority and the school staff begin immediately a program to improve student attendance. The program might involve parental group conferences in the school, home visitations by teachers or the Chief and Council, prizes to students, and so on. The Home and School Cordinator plays an important role here. The objective should be to increase attendance to ninety-five per cent as quickly as possible;

3. a regular testing program using standardized and other tests be implemented. Results should be entered in the cumulative records

of individual students and a report on achievement in the school as a whole should be made to the Education Authority in June of each year. Both are essential if student strengths and weaknesses are to be traced and remedied and if long term plans for the improvement of education in Jackhead are to be made;

4. the school staff identify problems in curriculum and teaching methods and develop a year long plan for in-service education;

5. the school staff, in consultation with parents, develop a homework policy. This should include greater encouragement to children to take books, both texts and fiction, to be read at home;

6. the school staff put a greater emphasis on extra-curricular recreational activities. Each staff member can be expected to organize and lead at least one activity;

7. the staff consider more effective ways of communicating with parents and the community. These could include home visits, newsletters, and bulletin boards in the band hall and nursing station. Some of these could feature examples of the best work of students, recognition of students with perfect attendance, and so on; and

8. a study hall be opened in the school two nights a week to accomodate students who find it difficult to study at home. All teachers should participate on a rotating basis and every effort

should be made to encourage parents to become co-supervisors.

⚠ *Parents*

The community survey and other meetings with parents indicated that they were concerned about many aspects of education. We found that parents place a high value on education and want to help their children, but are not always sure how to do it.

For these reasons both the Education Authority and the staff of the school must work much harder to get parents involved and to secure their support in education. We recommend that:

1. the Education Authority, in conjunction with the school principal, plan a series of monthly workshops for parents on how to help children improve their school work. Topics that might be considered include: "How to help your child to be a better reader," "How to help your child with homework," and "The importance of good attendance;"

2. two afternoons each month parents be invited to visit the school while classes are in session and observe their children at work. When school ends for the day, staff and visitors could have coffee and an informal chat in the staff room;

3. parents be better informed of developments in the school by means of a monthly newsletter; and

4. the Education Authority have general meetings with parents every two months to report on happenings and problems and to seek parent advice about school business.

⚠*Students*

Parents and drop-outs reported that they viewed Jackhead School as a dull and boring place to be. They were talked at, disciplined, given worksheets to fill out and made to copy notes from the board. None thought of the school as an exciting place where interesting things happened. None spoke of it as their school. And none seemed to feel any responsibility for the own education or that of others.

To us this is a very sad state of affairs. To change the negative attitude toward school, generate more interest in learning, have students see the school as their school, and involve them in helping others learn, we recommend that:

1. senior students (grades 7, 8 and 9) be used to tutor younger students on a regular basis. Careful planning by teachers will allow these students to help smaller children with reading, arithmetic, writing, games, and so on;

2. students be heavily involved in all aspects of running a school newspaper--content selection, writing, publishing and distribution;

3. a student council with important responsibilities be created. These might include planning social events and field trips, assisting with discipline in the school, and teacher evaluation; and

4. the student council undertake projects to serve the community. These could include, for example, flooding a community skating rink or developing a community garden, the harvest from which could be given to the old or needy on the reserve.

Miscellaneous

During the course of our visits to the school and community, we noted a number of other aspects which need attention. We recommend that:

1. a significant amount of money be budgetted to improve the library and develop it as a school community library. The school secretary could assume the responsibilities of a librarian;

2. priority in furture staffing be given to employing a resource teacher-counsellor; and

3. future studies of education in Jackhead focus on programs, curriculum and teaching methods to determine where improvements are needed.

Part Six

Action Plan

In the preceding part of this report we made a number of recommendations which we believe will lead to improvments in the educational system of Jackhead. In this, the final part of our report, we outline responsibilities for the implementation of these recommendations and suggest a schedule for their implementation. This schedule calls for much work to be done quickly. But then serious problems call for prompt action. We are, of course, prepared to assist in any way you feel appropriate.

⚠ *Responsibilities and Schedule*

RECOMMENDATION	RESPONSIBILITY/ RESOURCES	SCHEDULE
<u>Education Authority</u>		
1. establish and incorporate	Chief and Council Superintendent	1 December 1985
2. ward trustees	Chief and Council	1 December 1985
3. trustee elections	Education Authority Chief and Council Superintendent	1 February 1986
4. trustee training	Education Authority ITDS MAST	1 March 1986
5. policy manual	Education Authority ITDS MAST	15 June 1986

School and Staff

1. school year	Education Authority	1 May 1986
2. attendance	Education Authority School Staff ITDS	immediately
3. testing program	Principal ITDS	1 June 1986
4. in-service plan	School Staff	immediately
5. homework policy	Education Authority School Staff	immediately
6. extra-curricular	School Staff	immediately
7. communications	School Staff	immediately
8. study hall	School Staff	immediately

Parents

1. parent involvement	School Staff Education Authority	immediately
2. parental visits	Principal	immediately
3. newsletter	Principal Senior Students	immediately

4. general meetings	Education Authority School Staff ITDS	bi-monthly
Students		
1. tutors	School Staff	immediately
2. newspaper	Principal Senior Students	immediately
3. student council	Principal Students ITDS	immediately
4. community projects	Education Authority Principal	Spring 1986
Miscellaneous		
1. library	Education Authority ITDS	1986-87 budget
2. resource teacher	Education Authority	1986-87 budget
3. further studies	Education Authority Superintendent	1986-87 budget